

## MURRAY-LASAINE ELEMENTARY

691 Riverland Drive  
Charleston, SC 29412

**GRADES** PK-5 Elementary School

**ENROLLMENT** 196 Students

**PRINCIPAL** William King 843-762-2764

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	15	67	35	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Unsatisfactory	Yes

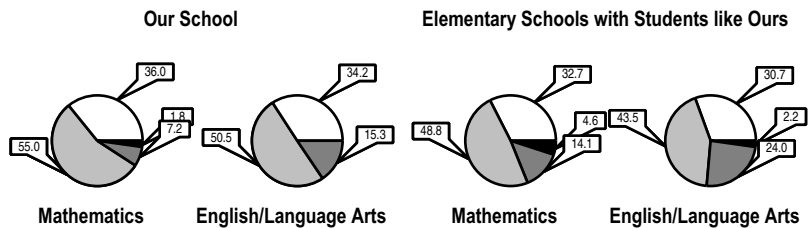
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	120	100.0	34.2	50.5	15.3	0.0	25.2	Yes	Yes
<b>Gender</b>									
Male	59	100.0	37.5	44.6	17.9	0.0	26.8		
Female	61	100.0	30.9	56.4	12.7	0.0	23.6		
<b>Racial/Ethnic Group</b>									
White	16	100.0	7.1	57.1	35.7	0.0	64.3	I/S	I/S
African-American	99	100.0	37.0	51.1	12.0	0.0	19.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	95	100.0	32.2	52.9	14.9	0.0	25.3		
Disabled	25	100.0	41.7	41.7	16.7	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	34.2	50.5	15.3	0.0	25.2		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	33.3	50.9	15.7	0.0	25.9		
<b>Socio-Economic Status</b>									
Subsidized meals	100	100.0	35.1	51.1	13.8	0.0	22.3	Yes	Yes
Full-pay meals	20	100.0	29.4	47.1	23.5	0.0	41.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	120	100.0	36.0	55.0	7.2	1.8	18.9	Yes	Yes
<b>Gender</b>									
Male	59	100.0	35.7	57.1	3.6	3.6	16.1		
Female	61	100.0	36.4	52.7	10.9	0.0	21.8		
<b>Racial/Ethnic Group</b>									
White	16	100.0	28.6	42.9	14.3	14.3	42.9	I/S	I/S
African-American	99	100.0	38.0	55.4	6.5	0.0	16.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	95	100.0	29.9	58.6	9.2	2.3	23.0		
Disabled	25	100.0	58.3	41.7	0.0	0.0	4.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	36.0	55.0	7.2	1.8	18.9		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	36.1	54.6	7.4	1.9	19.4		
<b>Socio-Economic Status</b>									
Subsidized meals	100	100.0	38.3	54.3	6.4	1.1	19.1	Yes	Yes
Full-pay meals	20	100.0	23.5	58.8	11.8	5.9	17.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	49	100.0	27.5	55.0	17.5	N/A	17.5
	<b>Grade 4</b>	63	100.0	36.4	47.3	16.4	N/A	16.4
	<b>Grade 5</b>	47	100.0	26.8	61.0	12.2	N/A	12.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	35	100.0	33.3	42.4	24.2	N/A	24.2
	<b>Grade 4</b>	36	100.0	48.6	48.6	2.9	N/A	2.9
	<b>Grade 5</b>	49	100.0	21.7	60.9	17.4	N/A	17.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	49	98.0	25.0	65.0	10.0	N/A	10.0
	<b>Grade 4</b>	63	100.0	41.8	52.7	5.5	N/A	5.5
	<b>Grade 5</b>	47	97.9	29.3	63.4	7.3	N/A	7.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	35	100.0	21.2	69.7	9.1	N/A	9.1
	<b>Grade 4</b>	36	100.0	51.4	45.7	2.9	N/A	2.9
	<b>Grade 5</b>	49	100.0	34.8	50.0	10.9	4.3	15.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 196)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	N/A	3.9%	2.7%
Attendance rate	95.9%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		5.3%	3.5%
Eligible for gifted and talented	7.4%	Up from 6.3%	5.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 9.7%	8.0%	8.2%
Older than usual for grade	4.6%	Down from 20.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.6%	Up from 0.8%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	45.5%	Down from 48.0%	48.5%	51.4%
Continuing contract teachers	86.4%	Up from 80.0%	82.2%	87.5%
Highly qualified teachers**	94.7%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.9%	0.0%
Teachers returning from previous year	84.0%	Up from 83.6%	83.4%	86.7%
Teacher attendance rate	91.5%	Down from 95.3%	94.8%	94.9%
Average teacher salary	\$42,465	Up 4.9%	\$39,915	\$40,760
Prof. development days/teacher	18.0 days	Up from 16.6 days	13.3 days	12.4 days

School				
Principal's years at school	19.5	Up from 18.5	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 19.7 to 1	17.3 to 1	18.9 to 1
Prime instructional time	85.2%	Down from 87.9%	89.3%	90.0%
Dollars spent per pupil*	\$7,316	Up 0.1%	\$6,581	\$6,044
Percent of expenditures for teacher salaries*	63.1%	Up from 59.2%	64.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Murray LaSaine has had a banner year. We were the recipients of \$ 375,000 in grant monies that will be used to purchase additional computers, software, supplies and materials directly related to our State standards. This will help us address the curriculum and instruction components of the Charleston Plan of Excellence and increase our reading and math scores on the PACT. Our absolute rating is "average." Our improvement rating on the State Report Card increased to "below average." In addition, we won the Community of Readers Award for the fifth time. This award confirms our commitment to ensure that reading is encouraged on a school-wide basis. Every grade level has developed strategies to increase reading proficiency. Another grant award of \$2,500 enabled us to integrate African American Studies across the curriculum thru the arts. Our staff has been actively involved all year in professional development activities to enhance their teaching.

We have surveyed, conducted inquiries, planned, analyze data, organized and poised our staff to implement the exciting changes in CCSD and to create a culture of continuous improvement under the awesome leadership of our new superintendent.

Murray LaSaine is also the only school in CCSD to receive the prestigious Red Carpet Award from the State this year. This excellence in customer service award confirms our commitment to quality customer service.

Blondell E. Kidd  
Principal

Patricia Williams  
SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	47	21
Percent satisfied with learning environment	78.3%	87.2%	80.0%
Percent satisfied with social and physical environment	78.3%	84.8%	76.2%
Percent satisfied with home-school relations	60.9%	93.6%	76.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.